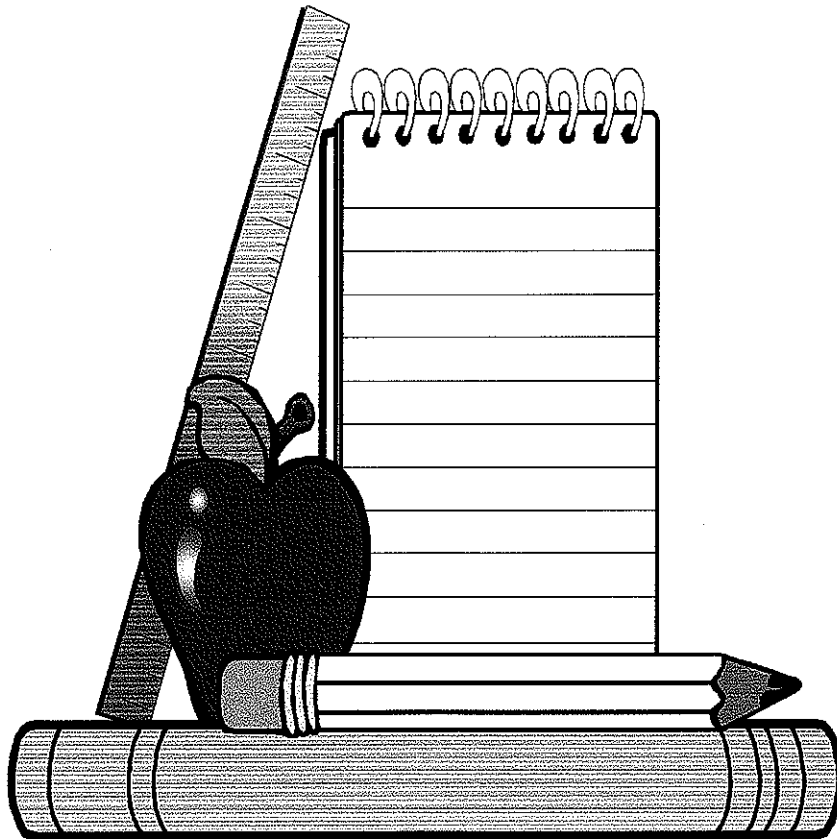


**FULTON INDEPENDENT SCHOOLS**

**CERTIFIED PERSONNEL  
EVALUATION PLAN**



## ASSURANCES

### CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Fulton Independent School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District Evaluation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeals.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 10, 2008

Deami Owen  
Signature of District Superintendent

6-11-08  
Date

Carol Bransford  
Signature of Chairperson, Board of Education

6-11-08  
Date

## **FULTON INDEPENDENT SCHOOLS CERTIFIED EMPLOYEE EVALUATION PROCESS PLAN**

### **DEFINITIONS**

**Administrator:** a certified staff person who devotes the majority of his or her employed time to service in a position for which administration certification is required by the Education Professional Standards Board.

**Conference:** a meeting involving the evaluator and evaluatee for the purposes of providing feedback from the evaluator, analyzing the results of an observation/s and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

**Corrective Action Plan:** specific goals/objectives established by the evaluator and evaluatee to improve an identified area of concern in performance, identifying procedures and activities for achieving the goals/objectives, a method for appraisal, and target dates for completion.

**Evaluation:** the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance and the establishment of a professional growth plan.

**Evaluatee:** the certified employee who is undergoing an evaluation cycle.

**Formal Observation:** a planned observation, conducted after a pre-conference and followed up with a post-observation conference, within five working days.

**Formative Evaluation:** a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

**Indicator:** a measurable or observable behavior and outcome that demonstrates performance criteria.

**Informal Observation:** documentation of an unscheduled gathering of information, related to an evaluatee's performance of duty, which is discussed with the evaluatee and becomes a part of the evaluation data.

**Observation:** a process of gathering information in the performance of duty, based on predetermined criteria in the Fulton Independent Certified Evaluation Plan.

**Performance Criteria:** performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the Fulton Independent Certified Evaluation Plan.

**DEFINITIONS (CONTINUED)**

**Primary Evaluator:** the employee's immediate supervisor.

**Professional Growth Plan:** an individualized plan that includes

- (a) goals for enrichment and development that are established by the evaluatee, with assistance from his/her evaluator
- (b) objectives, a plan for achieving the objectives, and a method for evaluating the success
- (c) alignment with the specific goals and objectives of the school or district improvement plan, and
- (d) identification of school and district resources within available funds to accomplish the goals.

**Standards of Performance:** acceptable qualitative or quantitative level of performance expected of effective certified employees.

**Summative Evaluation:** the summary of, and conclusions from, the evaluation data, including formative evaluation data, that occur at the end of an evaluation cycle, and include a conference between the evaluator and the evaluatee, and a written evaluation report.

**Teacher:** a certified staff person who directly instructs students.

**PURPOSE OF THE PLAN**

The purposes of the Certified Evaluation Process shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

**DEVELOPMENT OF THE EVALUATION PLAN**

The Fulton Independent Certified Employee Evaluation Plan was developed in compliance with KRS 156.557 and 704 KAR 3:345 by a district-wide committee, made up of an equal number of administrators and teachers and chaired by the district contact for certified evaluation, who has been designated by the LEA as the person responsible for monitoring evaluation training and implementing the Evaluation Plan. The Evaluation Plan has been approved by both the Fulton Board of Education and the Kentucky Department of Education. The current plan will remain in effect until changes and/or revisions are submitted to and approved by both the Fulton Board of Education and the KDE, again using this district-wide committee process.

**INITIAL STEP IN THE ANNUAL EVALUATION PROCESS**

By no later than June 30<sup>th</sup> of each school year, the district's designated contact for certified evaluation will compile and distribute to the Superintendent and to each immediate supervisor a packet containing the following Evaluation Plan information:

- Fulton Independent Certified Evaluation Process Document and forms 1-4
- Process Matrix
- Evaluation Forms 5-12, (forms 5, 7 & 8 contain Performance Standards, Criteria, and Indicators for specific certified positions, upon which performance is based)
- Professional Code of Ethics

At a meeting scheduled by each immediate supervisor to take place "no later than the end of the first month of reporting for employment for each school year," the procedures and applicable forms shall be distributed to all certified personnel so the criteria and process which will be used to evaluate performance will be explained and discussed. Attendance at each meeting shall be documented with a sign-in sheet, and a Certified Evaluation Log, detailing the evaluation status of each certified employee, shall be completed annually by the evaluator and forwarded to the district contact by September 15th.

**OBSERVATIONS**

The Evaluation Process shall include both formative and summative evaluation of certified employees, to be conducted by the immediate supervisor, who shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education, as specified in Section 6 of 704 KAR 3:345. Additional trained administrative personnel may be used to observe and provide information to the immediate supervisor. The evaluatee has the option of requesting a third party observer, by submitting a written request to his/her immediate supervisor for observations to also be made by a third party observer, who is a curriculum content specialist or who is certified in the same content as the evaluatee. This request must be submitted/received by February 15 of the academic year in which the summative evaluation occurs. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. If, however, an agreement has not been reached within five working days of the evaluatee's written request, the evaluator shall select the third party observer.

**OBSERVATIONS (CONTINUED)**

All formative observations are preceded by a pre-conference between the evaluator and evaluatee, and followed by a post-conference within five working days of the observation. The annual summative conference between the evaluator and evaluatee includes all the data collected during the evaluation cycle. All formal observations/evaluations, with the exception of the Superintendent's, shall be maintained on Fulton Independent Certified Evaluation forms, and shall become a part of the employee's official personnel record. Observations and monitoring of performance of certified employees shall be conducted openly and with the full knowledge of the employee. The frequency and nature of those observations are as follows:

Tenured employees will be observed annually through on-going informal observations of performance, while formal observations using formative and summative forms shall be completed once in every three years. Additional observations will occur when the results of an observation are unsatisfactory.

Non-tenured employees will be observed annually with two formal and an unspecified number of informal observations of performance, conferencing and a summative assessment.

Administrators will be evaluated annually through on-going observations of performance, conferencing, and a summative evaluation.

During his/her first year, a teacher intern or a principal intern shall be evaluated, using the Kentucky Teacher/Principal Internship Program, and a copy of the TC-12 shall be placed in the personnel file, along with the district's summative form.

All of the above observations are the minimum, and the immediate supervisor may observe performance as often as he/she deems necessary. A signed copy of all his/her completed formative observation instruments and the Summative Evaluation Form shall be provided to the certified employee upon completion of each conference, at which time, the evaluatee shall have the opportunity to offer a written response to the instrument. The written response shall be attached to the instrument in question and thus become part of that employee's official personnel record.

### **INDIVIDUAL GROWTH PLAN**

The evaluation process shall include a professional growth plan for all certified personnel, below the level of superintendent, aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually. The evaluation process developed for Fulton Independent's superintendent by the Board of Education shall include provisions for assistance for his or her professional growth, pursuant to KRS 156.111.

### **INDIVIDUAL CORRECTIVE ACTION PLAN**

Should the evaluation process identify an area of unsatisfactory performance, an Individual Corrective Action Plan may be initiated, at which point, specific goals/objectives will be established by the evaluator and evaluatee to improve future performance. The Corrective Action Plan will identify procedures and activities for achieving the goals/objectives, a method for appraisal, and target dates for completion.

### **EVALUATION APPEALS PANEL**

Fulton Independent Schools' Board of Education Policy 03.18 establishes an Evaluation Appeals Panel to conduct a timely review of a evaluatee's summative evaluation, in the event that he/she requests a hearing, feeling that the evaluation was unfair. The Panel consists of two certified employees, elected each August by the district's certified employees, and an additional certified employee appointed by the LEA. Two additional certified employees are elected to serve as alternates, should the need arise.

**APPEALS PROCESS**

Any certified employee may, within ten working days of his/her summative evaluation conference, file an appeal with the district Appeals Panel, utilizing the Fulton Independent School's Evaluation Plan APPEALS PANEL HEARING REQUEST FORM. Confidentiality and fairness shall be the primary concerns of the panel, as the Panel reviews the summative evaluation.

- Upon receipt of the request, the panel will schedule a PRELIMINARY HEARING to provide documentation to all parties and the panel. All documents to be used at the hearing shall be given to the employee five days prior to this hearing. The chairperson of the panel shall be elected by the panel for each appeal. Four copies of all documentation to be considered in the appeal shall be made available to each party at this time--one copy for each panel member and one copy for the evaluator and the evaluatee shall be provided.
- The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel, if requested.
- The evaluatee has the right to call witnesses and to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives.
- The evaluatee and evaluator will be dismissed, allowing the Appeals Panel time to review all documents and formulate questions for the hearing.
- Within three working days, the chair will convene the PANEL HEARING.
- The evaluatee shall present his/her opening statement, followed by that of the evaluator. Each party will then be allowed to present his/her documentation, including witnesses and/or information pertinent to the summative evaluation.
- Both substantive and procedural issues shall be considered by the panel.
- An opportunity for questioning each party shall be provided, after which, they will be dismissed, while the panel considers all information provided them.
- A decision regarding their findings shall be presented to the Superintendent within fifteen working days of the filing of the appeal.
- The panel's recommendation must include one of the following provisions:
  - a. a new evaluation by a second certified evaluator,
  - b. uphold the original evaluation, or
  - c. remove the summative or any part of the summative from the evaluatee's personnel record.



**APPEAL TO KENTUCKY BOARD OF EDUCATION**

A certified employee who feels that the Fulton Independent Certified Evaluation Process is not being properly implemented, as approved by the Kentucky Department of Education, shall have the opportunity to appeal to the Kentucky Board of Education's State Evaluation Appeals Panel. The appeal shall be made on procedural issues only, and shall be limited to the record of proceedings at the local level.

No later than thirty days following action by the Fulton Independent Evaluation Appeals Panel, the evaluatee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. The request shall contain a specific description of the complaint and grounds for appeal. The evaluatee shall file a brief written statement and other documents to be considered with both the Panel and the opposing party, at least twenty days prior to the scheduled review. A decision of the appeals panel shall be rendered within fifteen days following the review. Should a determination of noncompliance be the finding of the State Panel, the evaluation shall be rendered void, and the evaluatee shall have the right to be reevaluated.

**PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL  
CERTIFIED PERSONNEL**

704 KAR 20:680

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

**NECESSITY, FUNCTION, AND CONFORMITY:** KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education

**Section 1. Certified personnel in the Commonwealth:**

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

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**To Students**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

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**To Parents**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

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**To the Education Profession**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

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Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95.)

# FULTON INDEPENDENT SCHOOLS' PROCESSES MATRIX FOR CERTIFIED EVALUATION PLAN & PROFESSIONAL GROWTH PLAN

*On an annual basis, all certified employees shall be made aware of the criteria on which they are to be evaluated and the time line involved. Notification will take place before the end of the first month of employment.*

NON-TENURED TEACHER		TENURED TEACHER
TEACHER INTERN K.T.I.P. (LESS THAN 1 YEAR)	NEW TEACHER or EXPERIENCED TEACHER (1 THROUGH 4 YEARS)	EXPERIENCED TEACHER (5 YEARS OR MORE)
<b>FORMATIVE PHASE (COLLECTING DATA)</b>		
<b>INITIAL CONFERENCE &amp; PRE-CONFERENCE (PRIOR TO EACH OBSERVATION)</b> <ul style="list-style-type: none"> <li>INTERN COMMITTEE MEMBERS OBSERVE</li> <li>WHEN OBSERVATIONS WILL OCCUR</li> <li>WHERE</li> <li>LESSON PLANS</li> <li>EXCHANGE OF INFORMATION</li> </ul>	<b>PRE-CONFERENCE (PRIOR TO EACH OBSERVATION)</b> <ul style="list-style-type: none"> <li>WHO OBSERVES</li> <li>WHEN OBSERVATION WILL OCCUR</li> <li>WHERE</li> <li>LESSON PLAN</li> <li>EXCHANGE OF INFORMATION</li> </ul>	<b>PRE-CONFERENCE (PRIOR TO EACH OBSERVATION)</b> <ul style="list-style-type: none"> <li>WHO OBSERVES</li> <li>WHEN OBSERVATION WILL OCCUR</li> <li>WHERE</li> <li>LESSON PLAN</li> <li>EXCHANGE OF INFORMATION</li> </ul>
<b>FORMATIVE OBSERVATIONS</b> <ul style="list-style-type: none"> <li>MINIMUM OF 9 OBSERVATIONS DURING YEAR</li> <li>ADDITIONAL OBSERVATIONS MAY OCCUR, IF RESULTS ARE UNSATISFACTORY</li> <li>DOCUMENTED ON KTIP FORMS</li> </ul>	<b>FORMATIVE OBSERVATIONS</b> <ul style="list-style-type: none"> <li>MINIMUM OF 2 OBSERVATIONS DURING YEAR</li> <li>ADDITIONAL OBSERVATIONS MAY OCCUR, IF RESULTS ARE UNSATISFACTORY</li> <li>DOCUMENTED ON DISTRICT FORMS</li> </ul>	<b>FORMATIVE OBSERVATIONS</b> <ul style="list-style-type: none"> <li>MINIMUM OF 1 OBSERVATION EACH 3 YEAR CYCLE</li> <li>ADDITIONAL OBSERVATIONS MAY OCCUR, IF RESULTS ARE UNSATISFACTORY</li> <li>DOCUMENTED ON DISTRICT FORMS</li> </ul>
<b>FORMATIVE CONFERENCE</b> <ul style="list-style-type: none"> <li>SHALL FOLLOW EACH FORMATIVE OBSERVATION</li> <li>INTERN/INTERN COMMITTEE CONFERENCE</li> <li>OPEN FEEDBACK TO INTERN</li> <li>ESTABLISH/DISCUSS/REVIEW INDIVIDUAL GROWTH PLAN/ACTIVITIES</li> <li>COMMITTEE REPORTS</li> </ul>	<b>FORMATIVE CONFERENCE</b> <ul style="list-style-type: none"> <li>SHALL FOLLOW EACH FORMATIVE OBSERVATION</li> <li>EVALUATOR/EVALUATEE</li> <li>HELD WITHIN 1 WORK WEEK OF OBSERVATION</li> <li>OPEN DISCUSSION/FEEDBACK TO EVALUATEE</li> <li>ESTABLISH/DISCUSS/REVIEW INDIVIDUAL GROWTH PLAN/ACTIVITIES</li> <li>EVALUATEE MAY ATTACH WRITTEN RESPONSE</li> </ul>	<b>FORMATIVE CONFERENCE</b> <ul style="list-style-type: none"> <li>SHALL FOLLOW EACH FORMATIVE OBSERVATION</li> <li>EVALUATOR/EVALUATEE</li> <li>HELD WITHIN 1 WORK WEEK OF OBSERVATION</li> <li>OPEN DISCUSSION/FEEDBACK TO EVALUATEE</li> <li>ESTABLISH/DISCUSS/REVIEW INDIVIDUAL GROWTH PLAN/ACTIVITIES</li> <li>EVALUATEE MAY ATTACH WRITTEN RESPONSE</li> </ul>
<b>SUMMATIVE PHASE (DECISION MAKING)</b>		
<b>SUMMATIVE CONFERENCE</b> <ul style="list-style-type: none"> <li>INTERN/INTERN COMMITTEE DISCUSSION</li> <li>INCLUDES ALL DATA COLLECTED DURING CYCLE</li> <li>WRITTEN REPORT COMPLETED, WITH COPY TO INTERN</li> <li>ESTABLISH/REVISE INDIVIDUAL PROFESSIONAL GROWTH PLAN</li> </ul>	<b>SUMMATIVE CONFERENCE</b> <ul style="list-style-type: none"> <li>EVALUATOR/EVALUATEE DISCUSSION</li> <li>CONDUCTED YEARLY</li> <li>INCLUDES ALL DATA COLLECTED DURING CYCLE</li> <li>WRITTEN REPORT COMPLETED, WITH COPY TO EVALUATEE</li> <li>ESTABLISH/REVISE INDIVIDUAL PROFESSIONAL GROWTH PLAN</li> <li>EVALUATEE MAY ATTACH WRITTEN RESPONSE</li> </ul>	<b>SUMMATIVE CONFERENCE</b> <ul style="list-style-type: none"> <li>EVALUATOR/EVALUATEE DISCUSSION</li> <li>CONDUCTED ONCE EVERY 3 YEAR CYCLE, IF RESULTS ARE SATISFACTORY</li> <li>INCLUDES ALL DATA COLLECTED DURING CYCLE</li> <li>WRITTEN REPORT COMPLETED, WITH COPY TO EVALUATEE</li> <li>ESTABLISH/REVISE INDIVIDUAL PROFESSIONAL GROWTH PLAN</li> <li>EVALUATEE MAY ATTACH WRITTEN RESPONSE</li> </ul>
<b>SUMMATIVE EVALUATION</b> <ul style="list-style-type: none"> <li>AT CONCLUSION OF INTERN YEAR</li> <li>SUMMARY/CONCLUSIONS FROM ALL FORMAL AND INFORMAL EVALUATION DATA</li> <li>WRITTEN REPORT AND EMPLOYMENT RECOMMENDATION TO SUPERINTENDENT</li> </ul>	<b>SUMMATIVE EVALUATION</b> <ul style="list-style-type: none"> <li>AT CONCLUSION OF THE YEAR'S CYCLE</li> <li>SUMMARY/CONCLUSIONS FROM ALL FORMATIVE AND SUMMATIVE EVALUATION DATA</li> <li>WRITTEN REPORT AND EMPLOYMENT RECOMMENDATION TO SUPERINTENDENT</li> </ul>	<b>SUMMATIVE EVALUATION</b> <ul style="list-style-type: none"> <li>MINIMUM OF 1 DURING EACH SATISFACTORY 3 YEAR CYCLE</li> <li>SUMMARY/CONCLUSIONS FROM ALL FORMATIVE AND SUMMATIVE EVALUATION DATA</li> <li>WRITTEN REPORT AND EMPLOYMENT RECOMMENDATION TO SUPERINTENDENT</li> </ul>

## FULTON INDEPENDENT'S CERTIFIED PERSONNEL FILES SHALL CONTAIN:

1. Completed and signed summative evaluation form for each completed cycle
2. Completed and signed Individual Professional Growth Plan for each year of employment
3. Intern records maintained, according to KTIP 704 KAR 20:690, if completed while employed by Fulton Independent



# FULTON INDEPENDENT SCHOOL DISTRICT

## PRE-OBSERVATION FORM FOR CERTIFIED EVALUATION

Certified Employee: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Work Site: \_\_\_\_\_ Year: \_\_\_\_\_

<b>TARGETED ACADEMIC EXPECTATIONS</b>	
<b>TARGETED STRATEGY</b>	
<b>LESSON CONTENT &amp; UNIT OF STUDY</b>	
<b>ASSESSMENT OF LESSON</b>	
<b>PROFESSIONAL GROWTH PLAN (Brief Description)</b>	
<b>SPECIAL SITUATIONS OR CIRCUMSTANCES WHICH EVALUATOR SHOULD BE AWARE OF</b>	
<b>INDIVIDUAL PROFESSIONAL GROWTH PLAN WAS DEVELOPED AND/OR AGREED TO:</b>	
_____ Employee's Signature	_____ Date
_____ Supervisor's Signature	_____ Date



# FULTON INDEPENDENT SCHOOL DISTRICT

## TEACHER FORMATIVE EVALUATION

Evaluatee: _____ Evaluator: _____	Content/Grade: _____ Position: _____ Date: _____
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<b>STANDARD 1: The Teacher Demonstrates Applied Content Knowledge</b> The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	_____ Exemplary _____ Met _____ Needs Improvement _____ Not Met
<ul style="list-style-type: none"> <li>• <b>1.1 Communicates concepts, processes, and knowledge.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.</li> <li>b. Advanced-Level Performance: Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li>• <b>1.2 Connects content to life experiences of student.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Effectively connects most content, procedures, and activities with relevant life experiences of students.</li> <li>b. Advanced-Level Performance: Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li>• <b>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.</li> <li>b. Advanced-Level Performance: Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li>• <b>1.4 Guides students to understand content from various perspectives.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.</li> <li>b. Advanced-Level Performance: Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li>• <b>1.5 Identifies and addresses students' misconceptions of content.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Identifies misconceptions related to content and addresses them during planning and instruction.</li> <li>b. Advanced-Level Performance: Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.</li> </ul> </li> </ul>	A/B _____

<b>STANDARD 2: The Teacher Designs and Plans Instruction</b> The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	<div> <div>Exemplary</div> <div>Met</div> <div>Needs Improvement</div> <div>Not Met</div> </div>
<ul style="list-style-type: none"> <li> <b>2.1 Develops significant objectives aligned with standards.</b> <ul style="list-style-type: none"> <li>Initial-Level Performance: States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.</li> <li>Advanced-Level Performance: Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li> <b>2.2 Uses contextual data to design instruction relevant to students.</b> <ul style="list-style-type: none"> <li>Initial-Level Performance: Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.</li> <li>Advanced-Level Performance: Plans and designs instruction that is based on significant contextual and pre-assessment data.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li> <b>2.3 Plans assessments to guide instruction and measure learning objectives.</b> <ul style="list-style-type: none"> <li>Initial-Level Performance: Prepares assessments that measure student performance on each objective and help guide teaching.</li> <li>Advanced-Level Performance: Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li> <b>2.4 Plans instructional strategies and activities that address learning objectives for all students.</b> <ul style="list-style-type: none"> <li>Initial-Level Performance: Aligns instructional strategies and activities with learning objectives for all students.</li> <li>Advanced-Level Performance: Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li> <b>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</b> <ul style="list-style-type: none"> <li>Initial-Level Performance: Plans instructional strategies that include several levels of learning that require higher order thinking.</li> <li>Advanced-Level Performance: Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.</li> </ul> </li> </ul>	A/B _____

<p><b>STANDARD 3: The Teacher Creates and Maintains Learning Climate</b></p> <p>The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p>	<p>_____ <b>Exemplary</b>          _____ <b>Met</b>          _____ <b>Needs Improvement</b>          _____ <b>Not Met</b></p>
<ul style="list-style-type: none"> <li>• <b>3.1 Communicates high expectations.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.</li> <li>b. Advanced-Level Performance: Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>3.2 Establishes a positive learning environment.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.</li> <li>b. Advanced-Level Performance: Maintains a fair, respectful, and productive classroom environment conducive to learning.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>3.3 Values and supports student diversity and addresses individual needs.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses a variety of strategies and methods to supports student diversity by addressing individual needs.</li> <li>b. Advanced-Level Performance: Consistently uses appropriate and responsive instructional strategies that address the needs of all students.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>3.4 Fosters mutual respect between teacher and students and among students.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.</li> <li>b. Advanced-Level Performance: Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>3.5 Provides a safe environment for learning.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Creates a classroom environment that is both emotionally and physically safe for all students.</li> <li>b. Advanced-Level Performance: Maintains a classroom environment that is both emotionally and physically safe for all students.</li> </ul> </li> </ul>	<p>A/B _____</p>

<p><b>STANDARD 4: The Teacher Implements and Manages Instruction</b></p> <p>The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p>	<p>_____ <b>Exemplary</b></p> <p>_____ <b>Met</b></p> <p>_____ <b>Needs Improvement</b></p> <p>_____ <b>Not Met</b></p>
<ul style="list-style-type: none"> <li>• <b>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.</li> <li>b. Advanced-Level Performance: Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>4.2 Implements instruction based on diverse student needs and assessment data.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Implements instruction based on contextual information and assessment data.</li> <li>b. Advanced-Level Performance: Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>4.3 Uses time effectively.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.</li> <li>b. Advanced-Level Performance: Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>4.4 Uses space and materials effectively.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses classroom space and materials effectively to facilitate student learning.</li> <li>b. Advanced-Level Performance: Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>4.5 Implements and manages instruction in ways that facilitate higher order thinking.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Instruction provides opportunity to promote higher-order thinking.</li> <li>b. Advanced-Level Performance: Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.</li> </ul> </li> </ul>	<p>A/B _____</p>



<p><b>STANDARD 5: The Teacher Assesses and Communicates Learning Results.</b></p> <p>The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p>	<p>_____ Exemplary</p> <p>_____ Met</p> <p>_____ Needs Improvement</p> <p>_____ Not Met</p>
<ul style="list-style-type: none"> <li>• <b>5.1 Uses pre-assessments.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.</li> <li>b. Advanced-Level Performance: Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>5.2 Uses formative assessments.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses a variety of formative assessments to determine each student's progress and guide instruction.</li> <li>b. Advanced-Level Performance: Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>5.3 Uses summative assessments.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses a variety of summative assessments to measure student achievement.</li> <li>b. Advanced-Level Performance: Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>5.4 Describes, analyzes, and evaluates student performance data.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.</li> <li>b. Advanced-Level Performance: Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>5.5 Communicates learning results to students and parents.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.</li> <li>b. Advanced-Level Performance: Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>5.6 Allows opportunity for student self-assessment.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Promotes opportunities for students to engage in accurate self-assessment of learning.</li> <li>b. Advanced-Level Performance: Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.</li> </ul> </li> </ul>	<p>A/B _____</p>

<p><b>STANDARD 6: The Teacher Demonstrates The Implementation of Technology</b></p> <p>The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.</p>	<p>_____ <b>Exemplary</b>          _____ <b>Met</b>          _____ <b>Needs Improvement</b>          _____ <b>Not Met</b></p>
<ul style="list-style-type: none"> <li>• <b>6.1 Uses available technology to design and plan instruction.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses technology to design and plan instruction.</li> <li>b. Advanced-Level Performance: Uses appropriate technology to design and plan instruction that supports and extends learning of all students.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>6.2 Uses available technology to implement instruction that facilitates student learning.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses technology to implement instruction that facilitates student learning.</li> <li>b. Advanced-Level Performance: Designs and implements research-based, technology-infused instructional strategies to support learning of all students.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>6.3 Integrates student use of available technology into instruction.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.</li> <li>b. Advanced-Level Performance: Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>6.4 Uses available technology to assess and communicate student learning.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Uses technology to assess and communicate student learning.</li> <li>b. Advanced-Level Performance: Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>6.5 Demonstrates ethical and legal use of technology.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Ensures that personal use and student use of technology are ethical and legal.</li> <li>b. Advanced-Level Performance: Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.</li> </ul> </li> </ul>	<p>A/B _____</p>

<b>STANDARD 7: Reflects On and Evaluates Teaching and Learning</b> The teacher reflects on and evaluates specific teaching/learning situations and/or programs.	<input type="checkbox"/> Exemplary <input type="checkbox"/> Met <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Met
<ul style="list-style-type: none"> <li>• <b>7.1 Uses data to reflect on and evaluate student learning.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Reflects on and accurately evaluates student learning using appropriate data.</li> <li>b. Advanced-Level Performance: Uses formative and summative performance data to determine the learning needs of all students.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li>• <b>7.2 Uses data to reflect on and evaluate instructional practice.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Reflects on and accurately evaluates instructional practice using appropriate data.</li> <li>b. Advanced-Level Performance: Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li>• <b>7.3 Uses data to reflect on and identify areas for professional growth.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Identifies areas for professional growth using appropriate data.</li> <li>b. Advanced-Level Performance: Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.</li> </ul> </li> </ul>	A/B _____

<p><b>STANDARD 8: Collaborates With Colleagues/Parents/Others</b></p> <p>The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p>	<p>_____ <b>Exemplary</b>          _____ <b>Met</b>          _____ <b>Needs Improvement</b>          _____ <b>Not Met</b></p>
<ul style="list-style-type: none"> <li>• <b>8.1 Identifies students whose learning could be enhanced by collaboration.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.</li> <li>b. Advanced-Level Performance: Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Designs a plan to enhance student learning that includes all parties in the collaborative effort.</li> <li>b. Advanced-Level Performance: Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>8.3 Implements planned activities that enhance student learning and engage all parties.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Implements planned activities that enhance student learning and engage all parties.</li> <li>b. Advanced-Level Performance: Explains how the collaboration to enhance student learning has been implemented.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.</li> <li>b. Advanced-Level Performance: Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.</li> </ul> </li> </ul>	<p>A/B _____</p>

<p><b>STANDARD 9: Evaluates Teaching and Implements Professional Development</b></p> <p>The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.</p>	<p>_____ Exemplary</p> <p>_____ Met</p> <p>_____ Needs Improvement</p> <p>_____ Not Met</p>
<ul style="list-style-type: none"> <li>• <b>9.1 Self assesses performance relative to Kentucky's Teacher Standards.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.</li> <li>b. Advanced-Level Performance: Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</li> <li>b. Advanced-Level Performance: Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>9.3 Designs a professional growth plan that addresses identified priorities.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Designs a clear, logical professional growth plan that addresses all priority areas.</li> <li>b. Advanced-Level Performance: Designs a clear, logical professional growth plan that addresses all priority areas.</li> </ul> </li> </ul>	<p>A/B _____</p>
<ul style="list-style-type: none"> <li>• <b>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.</li> <li>b. Advanced-Level Performance: Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.</li> </ul> </li> </ul>	<p>A/B _____</p>

<b>STANDARD 10: Provides Leadership Within School/Community/Profession</b>  The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	<div> <div>Exemplary</div> <div>Met</div> <div>Needs Improvement</div> <div>Not Met</div> </div>
<ul style="list-style-type: none"> <li>• <b>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.</li> <li>b. Advanced-Level Performance: Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li>• <b>10.2 Develops a plan for engaging in leadership activities.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.</li> <li>b. Advanced-Level Performance: Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li>• <b>10.3 Implements a plan for engaging in leadership activities.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.</li> <li>b. Advanced-Level Performance: Effectively implements the leadership work plan.</li> </ul> </li> </ul>	A/B _____
<ul style="list-style-type: none"> <li>• <b>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.</b> <ul style="list-style-type: none"> <li>a. Initial-Level Performance: Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.</li> <li>b. Advanced-Level Performance: Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.</li> </ul> </li> </ul>	A/B _____

**Evaluator's Comments:**

**Evaluatee's Comments:** \_\_\_\_\_ (check here if additional pages are attached).

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

I am knowledgeable about the content of this evaluation and have had an opportunity to discuss it with my immediate supervisor. Within 10 working days, if I desire, I will submit my written comments. I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.



# FULTON INDEPENDENT SCHOOL DISTRICT TEACHER SUMMATIVE EVALUATION

Evaluatee: \_\_\_\_\_

Content/Grade: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Observations/Conferences	First	Second	Third	Fourth
Date(s) of Observation(s)				
Date(s) of Conference(s)				

TEACHER STANDARDS:	Exemplary	Met	Needs Improvement	Not Met
Standard 1: The Teacher Demonstrates Applied Content Knowledge				
Standard 2: The Teacher Designs and Plans Instruction				
Standard 3: The Teacher Creates and Maintains Learning Climate				
Standard 4: The Teacher Implements and Manages Instruction				
Standard 5: The Teacher Assesses and Communicates Learning				
Standard 6: The Teacher Demonstrates The Implementation of Technology				
Standard 7: Reflects on and Evaluates Teaching and Learning				
Standard 8: Collaborates With Colleagues/Parents/Others				
Standard 9: Evaluates Teaching and Implements Professional Development				
Standard 10: Provides Leadership Within School/Community/Profession				
Overall Rating				

Individual professional growth plan reflects a desire/need to acquire knowledge/skills in the standard number(s) checked below:

1	2	3	4	5	6	7	8	9	10

Evaluatee's Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation

Signature

Date

\_\_\_\_\_ Disagree with this summative evaluation

Evaluator:

Signature

Date

RECOMMENDED FOR EMPLOYMENT: YES \_\_\_\_\_ NO \_\_\_\_\_

Opportunities for appeal processes at both local and state level are part of the Fulton Independent School District evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frame (10 working days), as mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan. ANY rating in the "Not Met" column requires the development of an Individual Corrective Action Plan.





# FULTON INDEPENDENT SCHOOL DISTRICT

## CERTIFIED INDIVIDUAL PROFESSIONAL GROWTH PLAN

Certified Employee: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Work Site: \_\_\_\_\_ Year: \_\_\_\_\_

Professional Standard/s	Targeted Objective/s or Goal/s (Describe the desired outcome/s)	Procedures and/or activities for Achieving objective/s or goal/s	Date/s of Completion

This Individual Professional Growth Plan is aligned with the following action component and current Comprehensive Plan: Action component: \_\_\_\_\_ of the \_\_\_\_\_ Comprehensive Plan.

Employee's Comments:

Supervisor's Comments:

INDIVIDUAL PROFESSIONAL GROWTH PLAN WAS DEVELOPED AND/OR AGREED TO:

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

STATUS, DATE, SIGNATURE OF ANNUAL REVIEW

Date of Review: \_\_\_\_\_ Employee: \_\_\_\_\_

Targeted goal/s or objectives:

\_\_\_\_ Achieved \_\_\_\_ Revised \_\_\_\_ Continued Supervisor: \_\_\_\_\_



# FULTON INDEPENDENT SCHOOL DISTRICT

## CERTIFIED INDIVIDUAL CORRECTIVE ACTION PLAN

Certified Employee: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Work Site: \_\_\_\_\_ Year: \_\_\_\_\_

Professional Standard/s	Targeted Objective/s or Goal/s (Describe the desired outcome/s)	Procedures and/or activities for Achieving objective/s or goal/s	Date/s of Completion

This Individual Corrective Action Plan is aligned with the following action component and current Comprehensive Plan: Action component: \_\_\_\_\_ of the \_\_\_\_\_ Comprehensive Plan.

Employee's Comments:

Supervisor's Comments:

### INDIVIDUAL CORRECTIVE ACTION PLAN WAS DEVELOPED AND/OR AGREED TO:

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

### STATUS, DATE, SIGNATURE OF ANNUAL REVIEW

Date of Review: \_\_\_\_\_

Employee: \_\_\_\_\_

Targeted goal/s or objectives:

\_\_\_\_ Achieved \_\_\_\_ Revised \_\_\_\_ Continued

Supervisor: \_\_\_\_\_



# FULTON INDEPENDENT SCHOOL DISTRICT

## ADMINISTRATOR FORMATIVE EVALUATION

Administrator: _____	Position/Title: _____
Superintendent: _____	Date Conference: _____
/Designee	

<b>STANDARD 1: Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school/district community.</b>	<b>Exemplary Met Needs Improvement Not Met</b>
The administrator facilitates processes and engages in activities ensuring that:	
<ul style="list-style-type: none"><li>• 1.1 The vision and mission of the school/district are effectively communicated to staff, parents, students, and community members.</li><li>• 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.</li><li>• 1.3 The core belief of the school/district vision are modeled for all stakeholders.</li><li>• 1.4 The vision is developed with and among stakeholders.</li><li>• 1.5 The contributions of school/district community members to the realization of the vision are recognized and celebrated.</li><li>• 1.6 Progress toward the vision and mission is communicated to all stakeholders.</li><li>• 1.7 The school/district community is involved in school improvement efforts.</li><li>• 1.8 The vision shapes the educational programs, plans, and activities.</li><li>• 1.9 The vision shapes the educational programs, plans, and actions.</li><li>• 1.10 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.</li><li>• 1.11 Assessment data related to student learning are used to develop the school vision and goals.</li><li>• 1.12 Relevant demographic data pertaining to students and their families are used in developing the school/district mission and goals.</li><li>• 1.13 Barriers to achieving the vision are identified, clarified, and addressed.</li><li>• 1.14 Needed resources are sought and obtained to support the implementation of the school/district mission and goals.</li><li>• 1.15 Existing resources are used in support of the school/district vision and goals.</li><li>• 1.16 The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.</li></ul>	

<p><b>STANDARD 2: Advocates, nurtures, and sustains a school/district culture and instructional program conducive to student learning and staff professional growth.</b></p> <p>The administrator facilitates processes and engages in activities ensuring that:</p>	<p>_____ Exemplary</p> <p>_____ Met</p> <p>_____ Needs Improvement</p> <p>_____ Not Met</p>
<ul style="list-style-type: none"> <li>• 2.1 All individuals are treated with fairness, dignity, and respect.</li> <li>• 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.</li> <li>• 2.3 Students and staff feel valued and important.</li> <li>• 2.4 The responsibilities and contributions of each individual are acknowledged.</li> <li>• 2.5 The barriers to student learning are identified, clarified, and addressed.</li> <li>• 2.6 Diversity is considered in developing learning experiences.</li> <li>• 2.7 Life long learning is encouraged and modeled.</li> <li>• 2.8 There is a culture of high expectations for self, student, and staff performance.</li> <li>• 2.9 Technologies are used in teaching and learning.</li> <li>• 2.10 Student and staff accomplishments are recognized and celebrated.</li> <li>• 2.11 Multiple opportunities to learn are available to all students.</li> <li>• 2.12 The school/district is organized and aligned for success.</li> <li>• 2.13 Curriculum, co-curriculum, and extra-curricular programs are designed, implemented, and refined.</li> <li>• 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.</li> <li>• 2.15 The school/district culture and climate are assessed on a regular basis.</li> <li>• 2.16 A variety of sources of information is used to make decisions.</li> <li>• 2.17 Student learning is assessed using a variety of techniques.</li> <li>• 2.18 Multiple sources of information regarding performance are used by staff and students.</li> <li>• 2.19 A variety of supervisory and evaluation models is employed.</li> <li>• 2.20 Pupil personnel programs are developed to meet the needs of students and their families.</li> </ul>	

<b>STANDARD 3: Ensures management of the organization, operations, and resources for a safe efficient and effective learning environment.</b> The administrator facilitates processes and engages in activities ensuring that:	<div> <div>Exemplary</div> <div>Met</div> <div>Needs Improvement</div> <div>Not Met</div> </div>
<ul style="list-style-type: none"> <li>• 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.</li> <li>• 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.</li> <li>• 3.3 Emerging trends are recognized, studied, and applied as appropriate.</li> <li>• 3.4 Operational plans and procedures to achieve the vision and goals of the school/district are in place.</li> <li>• 3.5 Contractual agreements related to the school/district are effectively managed.</li> <li>• 3.6 The school/district plant, equipment, and support systems operate safely, efficiently, and effectively.</li> <li>• 3.7 Time is managed to maximize attainment of organizational goals.</li> <li>• 3.8 Potential problems and opportunities are identified.</li> <li>• 3.9 Problems are confronted and resolved in a timely manner.</li> <li>• 3.10 Financial, human, and material resources are aligned to the goals of the school/district.</li> <li>• 3.11 The school/district acts entrepreneurially to support continuous improvement.</li> <li>• 3.12 Organizational systems are regularly monitored and modified as needed.</li> <li>• 3.13 Stakeholders are involved in decisions affecting the school/district.</li> <li>• 3.14 Responsibility is shared to maximize ownership and accountability.</li> <li>• 3.15 Effective problem-framing and problem-solving skills are used.</li> <li>• 3.16 Effective conflict resolution skills are used.</li> <li>• 3.17 Effective group-process and consensus-building skills are used.</li> <li>• 3.18 Effective communication skills are used.</li> <li>• 3.19 There is effective use of technology to manage school/district operations.</li> <li>• 3.20 Fiscal resources of the school/district are managed responsibly, efficiently, and effectively.</li> <li>• 3.21 A safe, clean, and aesthetically pleasing school/district environment is created and maintained.</li> <li>• 3.22 Human resources functions support the attainment of school/district goals.</li> <li>• 3.23 Confidentiality and privacy of school/district records are maintained.</li> </ul>	

<p><b>STANDARD 4: Collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</b></p> <p>The administrator facilitates processes and engages in activities ensuring that:</p>	<p>_____ <b>Exemplary</b></p> <p>_____ <b>Met</b></p> <p>_____ <b>Needs Improvement</b></p> <p>_____ <b>Not Met</b></p>
<ul style="list-style-type: none"> <li>• 4.1 High visibility, active involvement, and communication with the larger community is a priority.</li> <li>• 4.2 Relationships with community leaders are identified and nurtured.</li> <li>• 4.3 Information about family and community concerns, expectations, and need is used regularly.</li> <li>• 4.4 There is outreach to different business, religious, political, and service agencies and organizations.</li> <li>• 4.5 Credence is given to individuals and groups whose values and opinions may conflict.</li> <li>• 4.6 The school/district and community serve one another as resources.</li> <li>• 4.7 Available community resources are secured to help the school solve problems and achieve goals.</li> <li>• 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school/district goals.</li> <li>• 4.9 Community youth family services are integrated with school/district programs.</li> <li>• 4.10 Community stakeholders are treated equitably.</li> <li>• 4.11 Diversity is recognized and valued.</li> <li>• 4.12 Effective media relations are developed and maintained.</li> <li>• 4.13 A comprehensive program of community relations is established.</li> <li>• 4.14 Public resources and funds are used appropriately and wisely.</li> <li>• 4.15 Community collaboration is modeled for staff.</li> <li>• 4.16 Opportunities for staff to develop collaborative skills are provided.</li> </ul>	

<b>STANDARD 5: Acts with integrity, fairness, and in an ethical manner.</b>	<input type="checkbox"/> Exemplary <input type="checkbox"/> Met <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Met
<p>The administrator facilitates processes and engages in activities ensuring that:</p> <ul style="list-style-type: none"> <li>• 5.1 Examines personal and professional values.</li> <li>• 5.2 Demonstrates and adheres to a personal and professional code of ethics.</li> <li>• 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.</li> <li>• 5.4 Serves as a role model, being prompt and punctual in attendance and performance of duties.</li> <li>• 5.5 Accepts responsibility for school/district operations.</li> <li>• 5.6 Considers the impact of one's administrative practices on others.</li> <li>• 5.7 Uses the influence of his/her position to enhance the educational program rather than for personal gain.</li> <li>• 5.8 Treats people fairly, equitably, and with dignity and respect.</li> <li>• 5.9 Protects the rights and confidentiality of students and staff.</li> <li>• 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school/district community.</li> <li>• 5.11 Recognizes and respects the legitimate authority of others.</li> <li>• 5.12 Examines and considers the prevailing values of the diverse school/district community.</li> <li>• 5.13 Opens the school/district to public scrutiny.</li> <li>• 5.14 Fulfills legal and contractual obligations.</li> <li>• 5.15 Applies laws and procedures fairly, wisely, and considerately.</li> </ul>	

<b>STANDARD 6: Understands responds to, and influences the larger political, social, economic, legal, and cultural context.</b>	<input type="checkbox"/> Exemplary <input type="checkbox"/> Met <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Not Met
<p>The administrator facilitates processes and engages in activities ensuring that:</p> <ul style="list-style-type: none"> <li>• 6.1 The environment in which school/district operate is influenced on behalf of students and their families.</li> <li>• 6.2 Communication occurs among the school/district community concerning trends, issues, and potential changes in the environment in which schools operate.</li> <li>• 6.3 There is ongoing dialogue with representatives of diverse community groups.</li> <li>• 6.4 The school/district community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.</li> <li>• 6.5 Lines of communication are developed with decision makers outside the school/district community.</li> </ul>	

**Evaluator's Comments:**

**Evaluatee's Comments:** \_\_\_\_\_ (check here if additional pages are attached).

\_\_\_\_\_  
Superintendent/Designee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

I am knowledgeable about the content of this evaluation and have had an opportunity to discuss it with my immediate supervisor. Within 10 working days, if I desire, I will submit my written comments. I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.





# FULTON INDEPENDENT SCHOOL DISTRICT

## ADMINISTRATOR SUMMATIVE EVALUATION

Administrator: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Superintendent: \_\_\_\_\_ Conference Date: \_\_\_\_\_  
/Designee

ADMINISTRATOR STANDARDS:	Exemplary	Met	Needs Improvement	Not Met
<b>Standard 1:</b> Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school/district community.				
<b>Standard 2:</b> Advocates, nurtures, and sustains a school/district culture and instructional program conducive to student learning and staff professional growth.				
<b>Standard 3:</b> Ensures management of the organization, operations, and resources for a safe efficient and effective learning environment.				
<b>Standard 4:</b> Collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.				
<b>Standard 5:</b> Acts with integrity, fairness, and in an ethical manner.				
<b>Standard 6:</b> Understands responds to, and influences the larger political, social, economic, legal, and cultural context.				
<b>Overall Rating</b>				

Individual professional growth plan reflects a desire/need to acquire knowledge/skills in the standard number(s) checked below:

1	2	3	4	5	6

Evaluatee's Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrator: \_\_\_\_\_ Agree with this summative evaluation \_\_\_\_\_

Signature

Date

\_\_\_\_\_ Disagree with this summative evaluation

Superintendent/Designee: \_\_\_\_\_

Signature

Date

RECOMMENDED FOR EMPLOYMENT: YES \_\_\_\_\_ NO \_\_\_\_\_

Opportunities for appeal processes at both local and state level are part of the Fulton Independent School District evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frame (10 working days), as mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan. ANY rating in the "Not Met" column requires the development of an Individual Corrective Action Plan.



**FULTON INDEPENDENT SCHOOL DISTRICT**  
**ADMINISTRATOR INDIVIDUAL PROFESSIONAL GROWTH PLAN**

Administrator: \_\_\_\_\_ Position/Title: \_\_\_\_\_  
Work Site: \_\_\_\_\_ Year: \_\_\_\_\_

Professional Standard/s	Targeted Objective/s or Goal/s (Describe the desired outcome/s)	Procedures and/or activities for Achieving objective/s or goal/s	Date/s of Completion

This Individual Professional Growth Plan is aligned with the following action component and current Comprehensive Plan: Action component: \_\_\_\_\_ of the \_\_\_\_\_ Comprehensive Plan.

Administrator Comments:

Superintendent/Designee Comments:

**INDIVIDUAL PROFESSIONAL GROWTH PLAN WAS DEVELOPED AND/OR AGREED TO:**

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent/Designee Signature

\_\_\_\_\_  
Date

**STATUS, DATE, SIGNATURE OF ANNUAL REVIEW**

Date of Review: \_\_\_\_\_ Employee: \_\_\_\_\_

Targeted goal/s or objectives:

\_\_\_\_ Achieved \_\_\_\_ Revised \_\_\_\_ Continued Superintendent/Designee: \_\_\_\_\_



**FULTON INDEPENDENT SCHOOL DISTRICT**  
**ADMINISTRATOR INDIVIDUAL CORRECTIVE ACTION PLAN**

Administrator: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Work Site: \_\_\_\_\_ Year: \_\_\_\_\_

Professional Standard/s	Targeted Objective/s or Goal/s (Describe the desired outcome/s)	Procedures and/or activities for Achieving objective/s or goal/s	Date/s of Completion

This Individual Corrective Action Plan is aligned with the following action component and current Comprehensive Plan: Action component: \_\_\_\_\_ of the \_\_\_\_\_ Comprehensive Plan.

Administrator Comments:

Superintendent/Designee Comments:

**INDIVIDUAL CORRECTIVE ACTION PLAN WAS DEVELOPED AND/OR AGREED TO:**

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent/Designee Signature

\_\_\_\_\_  
Date

**STATUS, DATE, SIGNATURE OF ANNUAL REVIEW**

Date of Review: \_\_\_\_\_

Administrator: \_\_\_\_\_

Targeted goal/s or objectives:

\_\_\_\_ Achieved \_\_\_\_ Revised \_\_\_\_ Continued

Superintendent/Designee: \_\_\_\_\_